A STUDY OF CERTAIN HOME-BACKGROUND FACTORS
IN RELATION TO THE SOCIAL ADJUSTMENT
AND LEADERSHIP ACTIVITIES OF
KANSAS STATE UNIVERSITY FRESHMEN WOMEN

by

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INTRODUCTION

Every September for the past decade, the educational
institutions in our country have experienced an increased
enrollment. The vast numbers attending our colleges and uni-
versities multiply the problems of our institutions. (7-p.705)

Foremost among the problems is that of the residence
halls. Since it is now recognized that education is not mere
book learning but all living experiences, the contribution of
the residence halls toward the total developmental pattern of
the student assumes greater importance. As numbers increase,
the opportunity for assistance in personal adjustment decreases.

No longer are college girls from the upper-middle class
group only. Girls enter college from every background, with a
variety of cultural settings, viewpoints, interests and tastes.
For many, the freshman year is the first experience away from
home. Their success is dependent on their own self-sufficiency.

It is only in the last decade that residence halls have
been accepted as a part of the total educational picture rather
than as "boarding houses." Typically, the student spends four
hours or so in the classroom each day, seven or eight sleeping,
and a good share of the balance in the company of other people.
Much of this time is spent in the residence hall. The tre-
mendous potential of residence hall living for individual
learning is then apparent. Whether it is planned that way or
not, the residence hall is a learning situation. It is there-
fore important that a college devote considerable effort to

guiding the education which will occur in the residence hall.

According to Arbuckle, (2-p.384) the time a student spends in the residence halls usually exceeds by far the time he spends in formal learning in the classroom, and the learning that occurs in the residence hall may also far surpass that which occurs in the classroom.

The residence hall, then, is a laboratory for much of the social education of the students. Many graduates come to the end of their four years of college with academic A's and with social adjustment F's. Many employers list social "know-how" and ability to get along with people above intellectual achievements. These facts present a challenge in forestalling personal social failure on the campus and in later life by anticipating these difficulties in certain students. In addition, a large number of drop-outs have stated that more participation in activities would have been influential in holding them in college.

Therefore, any study that approaches the problem of social adjustment and leadership from a scientific and professional viewpoint may make a worthwhile contribution to the fund of knowledge and better enable the residence hall staff to help each girl attain her complete education.

NEED FOR STUDY

The prediction of college success is usually based on intellectual factors. The major emphasis has been placed on scholastic aptitude and achievement as indicators of success. However, a few studies have indicated the possibility that others factors of a non-intellectual nature hold an important place in predicting total success of a student.

Different personality characteristics have been found in the socially achieving and socially non-achieving student. Students come from many kinds of homes and backgrounds, and as a result bring with them many different attitudes and combinations of experience.

As the residence halls attempt to find ways of improving their contribution to the total education of the freshmen girls, the discovering and utilizing of background factors in bettering social adjustment presents a problem.

Clark (6-p.237) in his study of 740 students, examined the relationship of certain aspects of family background and college success. His study showed that a knowledge of the background of students is important in its contribution to better understanding of their attitudes, interests and expectations.

Bailey (3-p.91) believed that the experiences and background of leaders merit continued and wider study since their influence on other students in college is great and their contribution to society following graduation may be of

much significance.

Results of a study by McQuary (20-p.215) showed that the size of the community and degree of extra-curricular participation in high school were related to college performance.

It would seem that certain data are fundamental in the understanding of students and that such data consist of facts about the background of students, their socio-economic status, interests, activities, and family relationships.

It further appears that through the study of certain home-background factors, as compared with social participation and leadership, certain conclusions might be found which would prove of value to housing directors, personnel workers in the colleges, and residence hall staff.

STATEMENT OF PROBLEM

This study was conducted for the purpose of determining if certain home-background factors affect the social adjustment and leadership activities of Kansas State University Freshmen women in the residence hall setting.

Specific objectives were:

1. To get a better understanding of the background of the Freshmen girls.

2. To determine statistically the effect of certain background factors on social success and leadership.

3. To secure a general pattern of characteristics or factors as a guide in helping Freshmen girls develop total potentialities in the residence hall setting.

REVIEW OF LITERATURE

No comparable study was found on this particular problem concerning the home-background factors which might affect the social adjustment and leadership activities of Freshmen women. However, as cited above, Clark (6-p.237) in a study of 740 students, examined the relationship of certain aspects of family background and college success.

According to Goldman, (13- p.87) many colleges are interested in attracting students who, though not necessarily outstanding as scholars, are potential leaders in business and community activities. Such students are valued also because of the contributions which they can made to campus life in such areas as student government, publications, and social activities. Leadership awards at University of Buffalo, in 1953, led Goldman to attempt to construct an instrument for the purpose of measuring such leadership. The awards were intended to encourage enrollment of students who showed evidence of leadership success but who were not necessarily outstanding in academic course grades.

Many authorities have expounded regarding the important position of residence halls as a factor in the social education of students, as the residence halls attempt to find ways of improving their contribution to the total education of the Freshmen girls by discovering and utilizing background factors in bettering social adjustment and developing leadership traits.

Nicholas Murray Butler, the late venerable president
of Columbia University recognized the part that college housing
played in the total educative process when he said: (16-p.4)

> "It is to be borne in mind that the provision
> of residence halls is as essential a part of
> the work of the university as the provision
> for libraries, laboratories, and classrooms.
> The chief purpose of University residence
> halls is not one of housing, but of education
> and educational influence."

Arbuckle (1 -p.202) has stated that there is no doubt
that a youth learns a good deal during his stay in college.
Much of this learning, however, does not occur in the class-
room, where he spends relatively few hours, but in the many
other experiences in living that occur outside of the class-
room walls. He notes, "For the student who lives on the campus,
the residence halls may offer a major learning experience in
social living. The dormitory may be the most important factor
in the social education of the student, or it may merely be a
place where the student must stay."

Arbuckle (1-p.202) goes on to say that for many students
the college dormitory will be the first experience in living on
intimate terms with a group of individuals of the student's own
age. For many, the term "social responsibility" will for the
first time have some meaning. The socialization of the student
to the point where he is a mature and unselfish individual is
one of the responsibilities of an institution of higher learn-
ing.

Needs of the students can be broken down into different
categories, Arbuckle believes, but whether these needs are

physical, social, or ego, they are, nevertheless, interactive.
The meeting of one need usually aids in the meeting of another,
and similarly, frustration with regard to the satisfaction of
one need usually has a frustrating effect on the total person-
ality. The University residence hall, more than any other unit
on the campus, is the place where this process may be watched
and guided so that in due time the student may become a mature
and responsible citizen. (1-p.9)

It is the incident of the academically polished but
socially aloof graduate which leads Arbuckle to remark that a
college education is not really complete if the student does
not live on campus. (1-p.203)

Cowley (7-p.706) states that the problem of housing
and feeding students began as soon as the university was es-
tablished. However, the concept of the dormitory as an educa-
tional or social development factor was not then accepted.
There was much friction between the students and the faculty
members, who were the dormitory disciplinarians as well as
college teachers. The residence hall became a means of control
of the student rather than a way of education. This was one of
the major causes of the negative faculty-student relationship.

At the beginning of the present century the concept of
the dormitory as an educational unit began to be accepted. This
acceptance was to a great extent due to the work of three men.
Woodrow Wilson attempted to organize a house plan at Princeton
in 1905 and failed, but it stirred up discussion and thought

in educational circles. Lowell worked out a successful house
plan for Harvard in 1909, and since that time Harvard has
placed a major emphasis on the housing of its students.
William Rainey Harper sponsored the ideas of residence living
in the new University of Chicago. Cowley (7-p.706) points out
that the revival of the philosophy of residence living as a
factor in the education of students is due to a very large
part to the foregoing influences.

Many of our institutions today are making a determined
effort to make their residence halls more of an educational
unit. At the University of Minnesota, interesting work is
being done by the Student Housing Bureau to improve the chances
for the socialization of out-of-town students who must live in
the city.

Stephens College operates its residence halls on the
premise that heads of halls are teachers as well as personnel
workers, and that they must be trained in the techniques and
skills necessary for them to contribute to the education of
the student. Their work is coordinated with that of the
classroom teacher and admission counselors so as to achieve
complete integration of the factors necessary for student
total development.

Sanford (25-p.19) emphasizes the social needs of
students and the part their housing plays:

> " . . .when they live apart, geographically or
> psychologically, from the academic centers of
> the college, they may actually acquire a culture

that is, in many respects, in opposition to
the intellectual culture that the faculty
would like to introduce them to. We must find
ways to bring the intellectual life of the
college into the establishments where students
live. We must create campus-wide student-
faculty communities in which the social needs
of students, far from being suppressed, are
brought into the service of the intellectual
aims of the college."

There seems, then, to be very little disagreement in

the above cited literature with Whitmore and Hand's statement:

(29-p.147)

"Ranking over any other factor in college learn-
ing is the twenty-four-hours-a-day influence of
the student living group. A student's adjust-
ment to society, his scholarship, his attitudes,
and his mental and physical health are as a whole
determined by where and how he lives."

PROCEDURES

Data used in this study were secured through two main procedures using five instruments. The first procedure was a questionnaire covering home-background factors. The second was a rating of leadership and social participation secured from three personal data reports, one of which, Rating Form II, was partially based on a Leadership Rating Scale developed by this investigator. One of these reports was submitted by the student herself, one by the upper-class Resident Assistant working in the corridor in which the girl resided, and one by the Director of the residence hall. (See Appendix B.)

The questionnaire consisted of twelve multiple-choice questions pertaining to background factors in the life of the student. These factors were: size of community, family residence, father's occupation, educational attainment of parents, family's church affiliation, family's religious participation, participation of parents in civic affairs, encouragement of activities by parents, school and community activities of girl, aesthetic lessons, home situation, and yearly income.

The questionnaire was presented in a preliminary trial to ten students. Several corrections were made in the wording, the arrangement, and the instructions. Length of time required to complete was determined to be from ten to fifteen minutes. This questionnaire was submitted to the 214 Freshmen girls in the dormitory at a regular hall meeting. Four declined to participate. This left a total of 210. Later, ten question-

naires were rejected as incomplete and invalid. This
questionnaire was submitted during the first semester as girls
are more acceptive and cooperative in such research at that
time. The cover letter was read aloud as part of the explana-
tion and time was allowed for questions. Questionnaires were
completed and returned at that time. Although anonymous, an
identification system was arranged.

The 200 girls were then classified into five groups
based on levels of social participation and leadership, as
determined by personal data slips filled in by them at the
end of the second semester; by rating sheets of Resident
Assistants, who were upper-class girls working closely with
their own group of girls in their corridor; and a personal
report submitted by the Director of the hall.

The rating sheets of the Resident Assistant and the
Personal Report of the Director were reports which were a
part of the regular administrative routine of the hall, and
were completed in late spring, toward the end of the Spring
semester. These reports listed social participation and
leadership activities on a continuum scale of five categories,
the descriptions of which were identical to the description
of the five groups used by the investigator in this report to
describe the five groupings.

Using the three reports as basis for classification,
the 200 girls were classified into five levels of participa-
tion and leadership as follows:

Group	I-	High degree of social participation and leadership activities.
Group	II-	Above average in social participation and leadership activities.
Group	III-	Participates or helps when urged or highly motivated.
Group	IV-	Submissive-follower.
Group	V-	Withdrawer- Student removes herself from social contacts and leadership responsibilities.

Although student, Resident Assistant, and Director worked independently on coding, the specific definition and values of each factor pertaining to participation and leadership had been discussed by Director and the Resident Assistants. A Leadership Rating Scale was devised and used as a guide for coding. This Leadership Rating Scale also showed five degrees of leadership and social participation. The captions of Always, Almost always, Frequently, Almost Never, and Never were arranged in a I, II, III, IV, V continuum, to agree with coding of the Resident Assistant Rating Form.

While a number of well-constructed tests for scholastic aptitude or rating exist, there is a scarcity of instruments and research data on the existence and prediction of leadership and social behavior. There is even considerable difference in the actual definition of leadership. Goldman (13-p.88) states that most research on the subject is "arm-chair analysis" of unquantified observational data.

Accordingly, the investigator attempted to develop a well-constructed chart, listing certain characteristics of

student leaders which would correctly describe and appraise leadership and participation. A set of questions to be checked on a scale, was developed in a careful manner which would offer the possibility of quantifiable measurement of leadership and social participation. For the purposes of this study, leadership was not necessarily playing on the softball team or being elected president. Rather, the leaders were girls on whom the rest of the girls in the hall depended to set the general tone and "carry the ball" for the residence hall. These were the students to whom the others turned for help or advice. They were in on all the plans and organizing, they volunteered for committees, accepted responsibility, set examples to be imitated, were elected to represent, got along well with others. Some were elected officers of the hall, others were "informal" leaders who exercised a great deal of control and influence.

Disagreements in coding were found to be few, and these were corrected after careful reconsideration of the individual records involved. The Resident Assistants were asked to bring in specific or critical incidents illustrating successful or unsuccessful leadership behavior or social participation, as defined above, to substantiate the scoring.

Data on economic, social and educational factors in the home backgrounds, as shown on questionnaire results, were tabulated and a statistical study made of these factors in relation to social adjustment and leadership as evidenced by

the above data. Significant findings as determined by chi
square were computed by the statistical laboratory at Kansas
State University.

It was hoped that it might be determined to what
extent economic status, social participation of parents, home
ownership, aesthetic lessons, status of family, size of commun-
ity, and other pertinent factors might affect social adjust-
ment in college. Conclusions might show, as one example,
whether the size of the community makes any difference. If so,
what could small high schools do to help bridge the gap by
enriching social adjustment and leadership opportunities in
high school?

The basic null hypothesis tested was: There is no
significant differences in the leadership and social partici-
pation of Freshmen girls in college on the basis of background
factors of size of community, family residence, father's
occupation, educational attainment of parents, family's church
affiliation, family's religious participation, participation
of parents in civic and cultural affairs, encouragement of
social activities by parents, number of school and community
activities, aesthetic lessons, home situation, and economic
status.

An important phase of this research was that it covered
representative types at Kansas State University, since all the
Freshmen women are required to live in the dormitories. Further-
more, the assignment of students to dormitories is unsystematic

but non-random, assuring a true sample. An attempt is made to put girls of similar background together as roommates, once assigned to a certain hall, but no other selective condition is imposed on room assignments. These backgrounds are determined by the replies given to questions on the room applications.

While the study was confined to Boyd Hall at Kansas State University, during the school year 1961-1962, it was hoped the results might prove of value to other colleges and universities with the similar problem of Freshman adjustment. It is established knowledge among personnel workers that unsatisfactory interpersonal relationships cause problems which often interfere with ability to concentrate on studies, thus interfering with the student's success academically.

TABULATION

The information in Tables 1 through 13 shows the number and percent of 200 Freshmen college girls, grouped according to twelve variables used in the study and five degrees of measured social participation and leadership activities.

The numbers I, II, III, IV and V on the tables refer to the degree of leadership listed on page 12.

Group   I-   High degree of social participation and leadership activities.

Group   II-   Above average in social participation and leadership activities.

Group   III-   Participates or helps when urged or highly motivated.

Group   IV-   Submissive-follower.

Group   V-   Withdrawer -Student removes herself from social contacts and leadership responsibilities.

The tables also show the chi-square value and the levels of significance. Some grouping of adjacent cells was done on account of small numbers in some category.(IV and V)

The 200 girls in the group divided as follows:

Group   I-   24 - 12%

Group   II-   45 - 22.5%

Group   III-   93 - 46.5%

Group   IV-   30 - 15%

Group   V   8 - 4%

Table 1. Size of Community distributions of 200 Freshmen college girls as grouped according to leadership and social participation ratings.

Size of Community	Number in each size grouping	Frequencies by five groupings according to leadership and social participation. (Number and percentage)				
		I	II	III	IV	V
1. Live on a farm	36	1	9	17	5	4
(%)		2.7	25.0	47.2	13.9	11.1
2. Less than 500	14	2	-	6	4	2
(%)		14.2	-	42.9	28.6	14.2
3. 500 to 2500	30	3	9	12	6	-
(%)		10.0	30.0	40.0	20.0	-
4. 2500 to 15,000	31	5	6	15	5	-
(%)		16.1	19.4	48.4	16.1	-
5. 15,000 to 100,000	35	3	7	21	3	1
(%)		8.6	20.0	60.0	8.6	2.9
6. Over 100,000	54	10	14	22	7	1
(%)		18.5	25.9	40.7	13.0	1.9
Totals	200	24	45	93	30	8

$x^2 = 30.29$, d.f. =12, $.01 > P > .001$

Table 2. Family residence distributions of 200 Freshmen college
girls as grouped according to leadership and social
participation.

Where does the family live?	Number in each grouping	Frequencies by five groupings according to leadership and social participation. (Number and percentage)				
		I	II	III	IV	V
1. In a house owned by family or being purchased.	169 (%)	21 12.4	39 23.1	79 46.7	24 14.2	6 3.6
2. In a rented house in good condition.	24 (%)	3 12.5	5 20.8	8 33.3	6 25.0	2 8.3
3. In a rented house that needs "fixing-up."	-	-	-	-	-	-
4. In a rented apartment	4 (%)	-	-	4 100.	-	-
5. Other	3 (%)	-	1 33.3	2 66.6	-	-
Totals	200	24	45	93	30	8

$X^2 = 2.14$, d.f. $= 3$, $.70 > P > .50$

Table 3. Father's Occupation distributions of 200 Freshmen college girls as grouped according to leadership and social participation ratings.

Father's Occupation	Number in each group-ing.		Frequencies by five groupings according to leadership and social participation. (Number and percentage)				
			I	II	III	IV	V
1. Professional or executive	57	(%)	9 15.8	15 26.3	27 47.4	5 8.8	1 1.8
2. White collar - Managerial	48	(%)	8 16.7	12 25.0	19 39.6	8 16.7	1 2.1
3. Skilled labor	24	(%)	2 8.3	5 20.8	12 50.0	5 20.8	- -
4. Service, Sales	4	(%)*	-	1	3	-	-
5. Farm owner or operator	55	(%)	5 9.1	11 20.0	23 41.8	10 18.2	6 10.9
6. Unskilled labor	-		-	-	-	-	-
7. Other- specified	12	(%)	- -	1 8.3	9 75.0	2 16.7	- -
Totals	200		24	45	93	30	8

*Omitted for statistical purposes.

$X^2 = 16.27$, d.f. =9, $.10 > P > .05$

Table 4. Educational attainment of parents (Father) distribu-
tions of 200 Freshmen college girls as grouped accord-
ing to leadership and social participation ratings.

Educational Attain-ment of Father	Number in each grouping	Frequencies by five groupings according to leadership and social partici-pation. (Number and percentage)				
		I	II	III	IV	V
1. Completed graduate work in an accredi-ted university or college	22	2	4	13	3	-
(%)		9.1	18.2	59.1	13.6	-
2. Graduated from a four-year college	57	6	16	28	5	2
(%)		10.5	28.1	49.1	8.8	3.5
3. Attended college at least one year	39	9	4	20	3	3
(%)		23.1	10.3	51.3	7.7	7.7
4. Graduated from high school	54	5	15	22	12	-
(%)		9.3	27.8	40.7	22.2	-
5. Completed eighth grade	28	2	6	10	7	3
(%)		7.1	21.4	35.7	25.0	10.7
Totals	200	24	45	93	30	8

$x^2 = 50.22$, d.f. 12, P < .001

Table 5. Educational attainment of parents (Mother) distribu-
tions of 200 Freshmen college girls as grouped accord-
ing to leadership and social participation ratings.

Educational Attainment of Mother	Number in each grouping		Frequencies by five groupings according to leadership and social partici- pation. (Number and percentage)				
			I	II	III	IV	V
1. Completed graduate work in an accredi- ted university or college	11	(%)	1 9.1	4 36.4	5 45.5	1 9.1	- -
2. Graduated from a four-year college	51	(%)	8 15.7	14 27.5	22 43.1	5 9.8	2 3.9
3. Attended college at least one year	69	(%)	12 17.4	13 18.8	33 47.8	8 11.6	3 4.3
4. Graduated from high school	52	(%)	1 1.9	9 17.3	29 55.8	12 23.1	1 1.9
5. Completed eighth grade	17	(%)	2 11.8	5 29.4	4 23.5	4 23.5	2 11.8
Totals	200		24	45	93	30	8

$x^2 = 44.25$, d.f. $= 9$, $P < .001$

Table 6. Church membership distributions of 200 Freshmen college
girls as grouped according to leadership and social
participation ratings.

Church Affiliation	Number in each denominational grouping.	Frequencies by five groupings according to leadership and social participation. (Number and percentage)				
		I	II	III	IV	V
1. Episcopalian Unitarian Catholic	23	4	3	15	-	1
(%)		17.4	13.0	65.2		4.3
2. Jewish Lutheran Greek Orthodox	11	-	4	4	3	-
(%)		-	36.4	36.4	27.3	-
3. Congregational Presbyterian Methodist Christian Science	134	16	29	60	24	5
(%)		11.9	21.6	44.8	17.9	3.7
4. Baptist, Morman, Church of Christ, Christian	15	1	5	7	2	-
(%)		6.7	33.3	46.7	13.3	-
5. Pentacostal, Free Methodist, Gospel Tabernacle, Evangelical, Jehovah's Witnesses, United Brethern, Mennonite, Four-Square.	5	3	-	1	-	1
(%)		60.0	-	20.0	-	20.0
6. Other denominations than listed above	9	-	4	3	1	1
(%)		-	44.4	33.3	11.1	11.1
7. No church membership	3	-	-	3	-	-
(%)				100.		
Totals	200	24	45	93	30	8

X^2=9.45, d.f. = 6, .20 > P > .10

Table 7. Family Religious Participation distributions of
200 Freshmen college girls as grouped according to
leadership and social participation ratings.

Family's Religious Participation	Number in each grouping		Frequencies by five groupings according to leadership and social participation. (Number and percentage)				
			I	II	III	IV	V
1. Belong to a church and attend regularly. Church holds an important place in our daily lives.	156		21	36	71	22	6
		(%)	13.5	23.1	45.5	14.1	3.8
2. Church members, but are not active, and use the church only for weddings, etc.	23		3	7	8	5	-
		(%)	13.0	30.4	34.8	21.7	-
3. Our family does not go to church together	21		-	2	14	3	2
		(%)		9.5	66.7	14.3	9.5
Totals	200		24	45	93	30	8

$\chi^2 = 35.58$, d.f.=6, $P < .001$

Table 8. Participation of parents in community and civic life
distributions of 200 Freshmen college girls as grouped
according to leadership and social participation ratings.

Participation of parents in community and civic life	Number in each grouping		Frequencies by five groupings according to leadership and social participation. (Number and percentage)				
			I	II	III	IV	V
1. Higher than average	57		10	17	24	6	-
		(%)	17.5	29.8	42.1	10.5	-
2. Slightly more than average	44		6	15	17	6	-
		(%)	13.6	34.1	38.6	13.6	-
3. Average	65		4	9	40	10	2
		(%)	6.2	13.8	61.5	15.4	3.1
4. Slightly below average	24		1	3	10	6	4
		(%)	4.2	12.5	41.7	25.0	16.7
5. Low	10		3	1	2	2	2
		(%)	30.0	10.0	20.0	20.0	20.0
Totals	200		24	45	93	30	8

$x^2 = 59.25$, d.f.=9, P< .001

Table 9. Encouragement by parents distributions of 200
Freshmen college girls as grouped according to
leadership and social participation ratings.

Degree of encourage-ment in activities by parents	Number in each grouping	Frequencies by five groupings according to leadership and social partici-pation. (Number and percentage)				
		I	II	III	IV	V
1. Parents encouraged girl joining clubs; dating; serving on committees; taking active part.	138	19	37	65	16	1
(%)		13.8	26.8	47.1	11.6	.7
2. Parents did not encourage girl, but neither did they interfere with her social life.	58	5	8	25	13	7
(%)		8.6	13.8	43.1	22.4	12.1
3. Parents neither knew not cared about girl's activities as long as she made her grades.	1	-	-	1	-	-
(%)				100.0		
4. Parents interfered and actively prevented social participation.	3	-	-	2	1	-
(%)				66.7	33.3	
Totals	200	24	45	93	30	8

$\chi^2 = 16.08$, d.f.=3, .01 > P > .001

Table 10. School and Community Activities distributions of
200 Freshmen women as grouped according to leadership
and social participation ratings.

School and Community Activities; 4-H, church groups, glee club, plays, speech events, etc.	Number in each grouping		Frequencies by five groupings according to leadership and social partici- pation. (Number and percentage)				
			I	II	III	IV	V
Number of activities							
1	2		-	-	1	-	1
		(%)			50.0		50.0
2	8		1	2	4	1	-
		(%)	12.5	25.0	50.0	12.5	-
3	16		-	-	11	3	2
		(%)			68.8	18.8	12.5
4	19		-	5	10	2	2
		(%)		26.3	52.6	10.5	10.5
5	25		2	4	13	5	1
		(%)	8.0	16.0	52.0	20.0	4.0
6	24		2	5	11	5	1
		(%)	8.3	20.8	45.8	20.8	4.2
7	31		3	11	14	2	1
		(%)	9.7	35.5	45.2	6.5	3.2
8	46		9	8	18	11	-
		(%)	19.6	17.4	39.1	23.9	-
9	20		4	6	9	1	-
		(%)	20.0	30.0	45.0	5.0	-
10	9		3	4	2	-	-
		(%)	33.3	44.4	22.0	-	-
Totals	200		24	45	93	30	8

$\chi^2 = 74.31$, d.f.$=12$, $P < .001$

Table 11.   Aesthetic lessons distributions of 200 Freshmen
            college girls as grouped according to leadership
            and social participation ratings.

To what extent able to have lessons in dancing, music, art, speech, etc.	Number by each grouping	Frequencies by five groupings according to leadership and social partici- pation. (Number and percentage)				
		I	II	III	IV	V
1. Had private lessons in at least two of them.	160	19	36	78	22	5
	(%)	11.9	22.5	48.8	13.8	3.1
2. Took lessons in one of them.	10	2	2	4	2	-
	(%)	20.0	20.0	40.0	20.0	-
3. Did not have lessons in any of these.	30	3	7	11	6	3
	(%)	10.0	23.3	36.7	20.0	10.0
Totals	200	24	45	93	30	8

$\chi^2 = 5.43$, d.f.=3,   .20 > P > .10

Table 12. Home situation distributions of 200 Freshmen college
girls as grouped according to leadership and social
participation ratings.

Home situation	Number in each grouping		Frequencies by five groupings according to leadership and social participation ratings.				
			I	II	III	IV	V
1. Living in home with both parents and brothers and sisters.	159	(%)	21 13.2	36 22.6	70 44.0	25 15.7	7 4.4
2. Living in home with both parents but no brothers or sisters.	26	(%)	2 7.7	7 26.9	14 53.8	2 7.7	1 3.8
3. Living with widowed or divorced parent with brothers and sisters.	9	(%)	1 11.1	1 11.1	5 55.6	2 22.2	– –
4. Living with widowed or divorced parent with no brothers or sisters.	4	(%)	–	1 25.0	3 75.0	–	–
5. Living with neither parent.	2	(%)	– –	– –	1 50.0	1 50.0	– –
Total	200		24	45	93	30	8

$\chi^2 = 13.16$, d.f.=6, .05 > P > .02

Table 13. Economic Status of family distributions of 200 Freshmen
College girls as grouped according to leadership and
social participation ratings.

Yearly Income $5,000 set as "Average"	Number in each grouping		Frequencies by five groupings according to leadership and social partici- pation. (Number and percentage)				
			I	II	III	IV	V
Considerably above average	58	(%)	7 12.0	17 29.4	27 46.6	7 12.0	- -
Income slightly higher than average	95	(%)	14 14.8	21 22.1	40 42.1	16 21.0	4 -
Average	40	(%)	3 7.5	7 17.5	22 55.0	5 20.0	3 -
Slightly lower than average	7		-	-	4	2	1
Low	-		-	-	-	-	-
Totals	200		24	45	93	30	8

X^2= 9.937, d.f.=6, .20 > P > .10

SUMMARY AND DISCUSSION

The purpose of the study was to determine if certain home-background factors affect the social adjustment and leadership activities of Kansas State University Freshmen women in the residence hall setting. A second purpose was to acquire a better understanding of the background of the Freshmen girls by securing a general pattern of characteristics or factors as a guide in helping Freshmen girls develop total potentialities in the residence hall setting.

The basic null hypothesis to be tested was: There is no significant difference in the leadership and social participation of Freshmen girls in college on the basis of background factors of size of community, family residence, father's occupation, educational attainment of parents, family's church membership, family's religious participation, participation of parents in civic and cultural affairs, encouragement of social activities by parents, number of school and community activities, aesthetic lessons, home situation, and economic status.

The hypothesis was rejected, as seven of the twelve factors used as variables were found to have significantly contrary relationship to the hypothesis. These were Size of Community, shown in Table 1; Education of Father, shown in Table 4; Education of Mother, shown in Table 5; Family religious participation, shown in Table 7; Participation of parents in community life, shown in Table 8; Encouragement of

parents, shown in Table 9; and School and Community Activities,
shown in Table 10. These were all significant at the .001
level.

Not significantly related to leadership grouping were
Family's Residence, Father's Occupation, Church Membership,
Aesthetic Lessons, Home Situation, and Economic Status of the
Family.

In regard to gaining insight into background of Fresh-
men girls, some interesting results were obtained from Table 1,
Size of Community.

Danskin (8-p.3) found in his analysis of home town
factors of the entire student body at Kansas State University
that:

> 51% were from towns of less than 10,000
>
> 23% were from towns of less than 1,000
>
> 26% were from towns of over 25,000

This study shows that the female students at Kansas
State University have a much more pronounced urban origin. In
contrast to the above:

> 30% were from towns of less than 10,000
>
> 25% were from towns of less than 500
>
> 45% were from cities from 15,000 to 100,000

Of the 24 girls from Group I, highest type of leader-
ship, 13 were from cities, 1 from the farm, 5 from small towns,
5 from medium-sized towns of 2,500 to 15,000.

In Table 2, the group was found to be predominantly

home-owners, 169 of the 200 girls having checked this category. This factor had no significant relationship to leadership and social participation.

Father's occupation, Table 3, was found to be not significantly related. However, the figures are interesting in comparison with Danskin's figures on the student body as a whole: (8-p.5) He found:

Total Student Body

Professional or Managerial	-27%
Farmers	-29%
Skilled labor	-14%
Sales and Service	-16%
Unskilled and other	-14%

This study showed:

Women Students

Professional or Managerial	-51%
Farm owner or Manager	-27%
Skilled labor	-14%
Sales and Service	- 2%
Unskilled and other	- 6%

Father's Schooling, Table 4, was a factor significant at the .001 level.

Danskin (8-p.4) found the typical Kansas State University student has parents with high school education or less. Father's schooling according to over-all school enrollment was:

28% - 16 years or more of schooling

15% - Had attended college one year

44% - High school graduate or attended

13% - Ninth grade or less

Father's Schooling of the 200 Freshmen girls in this study showed:

39% - Had completed four years of college and some Graduate work. Eleven had completed Graduate work.

19%- Had attended college at least one year

28%- Had graduated from high school only

14%- Had completed the eighth grade only

Over half of the fathers of the 200 girls (58%) had attended college at least one year. The above figures indicate that the fathers of female students at Kansas State University are more highly educated than fathers of the total student body.

Danskin (8-p.5) also found that over half of the mothers of the students as a whole had high school education or less. His breakdown is as follows:

49% High school or less (This includes the 8% with ninth grade or less.

22% Had attended college at least one year.

20% Had 16 years or more education.

The mother's education of the 200 girls in this study ranged as follows: (Table 5)

26% graduated from HighSchool

8% had ninth grade or less

35% had at least one year of college

31% had 16 years or more education

Here again, the figures indicate that the mothers of
female students are more highly educated than mothers of total
student body. Also a higher percentage of mothers had attended
college than had fathers, as 66% had attended for one year or
more, according to Table 5, which includes 9% Graduates, compared
with 58% of the fathers who had one year or more of college.

Religious affiliation of the parents had no significance.
One hundred thirty-four students fell into the "average middle-
class" category. The denominations were listed on the question-
naire and on Table 6, ranging from Permissive to Authoritarian,
by Dr. Walton Cole, First Methodist Church, Manhattan, Kansas.
It was believed that so-called "fundamental" sects with strong
authoritarian leadership might suggest a conflict between strict
religious beliefs and the social mores at Kansas State University.
However, only fourteen were in this group and its fringes, with
no significant effect appearing.

The study showed that the religious affiliation of the
Freshmen girls was predominantly Protestant and Middle-Class,
as denominations are listed on the McGuire-White Social Scale.
Only three girls of the 200 listed No Church Membership.

Family Religious Participation as contrasted to Church
Membership alone showed significance at the .001 level. (Table 7)
Regular church attendance was listed by 156 girls. This included
21 of the top 24 leaders. No one in the Group I, Leadership
listed that the family did not attend church together.

Participation of parents in community and civic life,
and encouragement by parents of the student's social activities

were both significant factors. The number of activities in
which the girl participated affected leadership and social parti-
cipation. Music, art and dancing lessons made no significant
difference, nor did the home situation, since only fifteen
girls came from widowed, divorced, or otherwise "broken" families.
Father's income had no significance, but it was noted that all
but six of the respondents listed Father's Income above average.

On the basis of this study, then, the "typical" Freshman
girl at Kansas State University comes from a town of over 10,000
population. Her parents have a good education - - 86 per cent
of the fathers had graduated from high school, and 92 per cent
of the mothers were high school graduates. Her father holds a
professional or managerial position or is a farmer. Her parents
are middle-class people, home-owners, predominantly Protestant,
regular church attendars. The church has an important place in
their lives. She lives with a well-rounded family group consist-
ing of father, mother, brothers and sisters.

In analyzing the degree of leadership and social parti-
cipation in relation to the size of the community it was learned
that of the 24 girls in Group I, 12 per cent lived on a farm or
in a small town of less than 500, while 54 per cent lived in
cities of 15,000 or more, and 42 per cent lived in cities of
over 100,000. Of the 38 girls in Groups IV and V, 40 per cent
lived on a farm or in a community of less than 500. Of the girls
in this group, 32 per cent lived in cities of 15,000 or more but
only 21 per cent in cities of 100,000. It would, therefore,
appear that the leaders have urban backgrounds.

It was learned that the fathers and mothers of our leaders are better educated than the parents of our less socially-successful girls.

In analyzing the degree of leadership and social participation in relation to father's education, it was learned that 71 per cent of the fathers of the 24 girls in Group I had attended college at least one year, 21 per cent had just completed High School, while only 8 per cent had gone only to the eighth grade. Of the Withdrawers, 37 per cent were from the group whose fathers had completed only the eighth grade, 25 per cent from the group whose fathers had graduated from college. Among the withdrawers, there were no fathers who had completed graduate work.

The education of the mothers of the leaders was also significant. Of the 24 girls in Group I, 87.5 per cent of the mothers had attended college at least one year, only four per cent were just High School graduates, and 8 per cent had completed the eighth grade. Of the Withdrawers, there were none with mothers who had completed graduate work, 4 per cent from the High School graduates, and 8 per cent from the group with mothers who had completed only the eighth grade. The educational attainment of the father appeared to be slightly more important than that of the mother, which might be accounted for by the fact that the socio-economic status of the family is usually more related to the father's educational attainment than to that of the mother.

The leaders definitely were church attenders as
tables listed 156 out of 200 as belonging to a church and
attending regularly. All 24 of the Group I leaders listed
activity in Church Youth groups in Table 10, which listed
the activities engaged in while in high school. There were
no leaders in Group I who checked that the family did not
go to church together, while 25 per cent of the girls in
Group V, withdrawn group, checked the alternative.

The parents of the leaders are active in community
and civic life. Of the 200 girls, the parents of 57 are list-
ed as "Higher than Average" in participation; 39 per cent of
the girls in Groups I and II were daughters of the parents
listed in "Higher than Average" category. No parents of a
girl in Group V, withdrawal group, was designated in the
participation category of "Higher than Average." Parents of
44 girls marked "Slightly more than Average Participation",
and 30 per cent of the girls in Groups I and II, had parents
in this category. No parents of a girl in Group V was design-
ated in the participation category of "Slightly More than
Average Participation." Parents of 89 listed "Average" or
"Slightly below Average," and 25 per cent of the girls in
Groups I and II had parents so designated. The Withdrawal
group showed 75 per cent were daughters of the parents in
"Average" or "Slightly below Average" category.

The leaders had been encouraged by their parents to
participate in activities during high school. Of the 200 girls,

138 mentioned encouragement by parents. In this group of 138
girls, 40.6 per cent were in Groups I and II of leadership.
Less than one per cent were withdrawers. Of the girls whose
parents had a laissez-faire attitude, and those who actively
interfered, none were in Groups I and II of leadership.

The number of activities engaged in during high school
showed a close relationship to leadership in college. Of the
200 girls, 37 per cent listed eight, nine, and ten activities
on a scale showing 1 to 10 activities. In the total group of
24 leaders, 66 per cent listed 8 or more activities. None of
the girls listing 8, 9, or 10 activities were in the Withdrawer
group. Fifty per cent of the girls with less than three ac-
tivities were in the Withdrawer group.

The leaders of this group of 200 girls have predominant-
ly urban backgrounds, and parents who are better educated than
the parents of the less socially-successful girls. They are
active in church and attend regularly. Their parents are active
in church, community and civic life, and have encouraged the
girls in such participation. The leaders have been very active
in extra-curricular activities in high school. Among the activ-
ities mentioned oftenest were church youth groups, Y-Teens, Pep
clubs, Girl Scouts, speech events, Rainbow Girls, and summer
camp experiences.

One of the specific objectives of this study was to
secure a general pattern of characteristics as a guide in help-
ing Freshmen girls develop total potentialities of leadership

and social participation in the residence hall setting.

The findings of the study can be used as follows: Leadership and socialization are a part of a developmental process which can go on even though deprivation exists during high school years. Leadership is learned by doing some leading. Many potential leaders have never been discovered and encouraged. The old saying that "nothing succeeds like success" is a reminder that one of the needs of the Freshmen students is some measure of success. One of the processes of developing leadership is success, which in turn breeds not only more successes, but self-confidence and further leadership.

This presents the challenge of identifying the background traits of the less socially-successful girls and diagnosing reasons for withdrawal in relation to these background factors. An effort should then be made, in an unobtrusive manner, to learn why the student is shy and withdrawn and to find a way to help her build more self-confidence. A program of guidance which encourages the individual to contribute and the group to utilize each contribution, is one means by which this can be accomplished. In this manner, the paucity of experiences of a girl who comes from smaller home town, has had less encouragement from parents, and less participation in fewer activities, can be "pieced out."

Areas of interest can be discovered through which the less tried and more insecure type of girl can find her type of success and gain status in the group. These can often be

learned through use of Interest and Talent Questionnaires as
used in the Residence Halls program at Kansas State University.
Often, the Resident Assistant can learn of special interests
as she works closely with her corridor group.

The numerous organized activities of social and recrea-
tional nature in the residence halls provide opportunities for
development of social skills, broaden social awareness, and
aid in developing self-confidence and leadership. Individual
opportunities may be enlarged by providing varied types of
experiences which will help each girl make her unique contri-
bution to the group.

Participation may be encouraged by maintaining an
environment in the hall which will provide a sense of security,
friendliness, and homelike warmth. Even in the larger halls,
there is usually an opportunity for small-group projects. This
secure environment will help the shy and less-aggressive girls
feel a sense of belonging and aid in developing an "out-going"
personality.

If partial failure results from trying to develop each
girl as a leader, perhaps it will not constitute total loss, as
the result of trying may be the production of a group of more
socially aware and competent "followers."

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APPENDIX A

Kansas State University

Manhattan, Kansas

November 18, 1961

Boyd Hall

Dear Fellow-Boydite:

As one of the 214 freshmen girls living in Boyd Hall, you are in a position to make a very significant contribution to a study now being conducted, for which your help is needed.

You have often heard such remarks as, "She's just a farm girl!", or "She comes from a small town", or "farm girls are more self-reliant." Have you ever wondered just how true these remarks are?

The attached questionnaire is a part of a study being made to determine to what extent certain background factors such as economic status, social participation of parents, home ownership, music or dancing lessons, affect or influence the social adjustment of Freshmen girls at Kansas State University. These and other educational, economic, and social factors in the background of the Freshmen dormitory group will be noted and compared with social adjustment as evidenced by your participation in the hall activities, rating of upper-class resident assistants who work closely with you, and your own personal rating sheet which you will fill out and return to the office of the Associate Dean of Students in May, 1962.

As a residence hall director conducting this study as a part of the requirements for a Master's degree in Guidance, I anticipate that the results may prove of importance to housing directors and other residence hall personnel in colleges and universities. It is only in the last decade that residence halls have been accepted as a part of the total educational picture rather than as "boarding houses." Therefore, any study that approaches our problems from a scientific and professional viewpoint makes a worthwhile contribution to our fund of knowledge and better enables the residence hall staff to help each girl attain her complete education. While the results should mainly interest personnel workers, they should prove interesting to each of you, and they will be made available to anyone who wants them.

The questionnaire will be strictly anonymous. I am interested in the items checked, not in who checked which items. As an example, if I were interested in your financial status, I could learn it from other sources. The questionnaire will have value only if the answers are honestly and accurately checked. Your confidence will be protected. After you have filled out the form, sign the white card, put it in the envelope attached to the questionnaire and seal the envelope. We shall then give the returned form and the envelope a number in duplicate. Thereafter, your filled-in form shall be known only by this number.

It is necessary for the purposes of this study that this form be returned and statistically tabulated before the personal data sheets are filled out by you in the spring. You may bring it to the office any time during the next week and drop it in the box provided.

Your Director and Fellow-Student

QUESTIONNAIRE

Directions: Please check the square where the description best
fits your home background for the year prior to
your coming to college. Answer every item.

1. What is the size of the community in which you live?

☐ Less than 500

☐ 500 to 2500

☐ 2500 to 15,000

☐ 15,000 to 100,000

☐ Above 100,000

☐ Live on a farm

2. Where does your family live?

☐ In a house owned by family or being purchased.

☐ In a rented house in good condition.

☐ In a rented house that needs "fixing-up".

☐ In a rented apartment.

☐ Other

3. What is your father's occupation?

☐ Professional or executive - Lawyer, doctor, teacher, engineer,
large store or factory owner, etc.

☐ White collar - Office manager, clerical and sales, small
shop owner-manager

☐ Skilled labor- baker, carpenter, mechanical trades, etc.

☐ Service- barber, store clerk, garage, dry cleaner, bus driver, etc.

☐ Farm owner or operator

☐ Unskilled labor- warehouseman, ditchdigger, farm hand.

☐ Other _____(Write in)

4. What is the educational attainment of your parents?

Father   Mother

☐ ☐ Completed graduate work in an accredited university or college

☐ ☐ Graduated from a four-year college

☐ ☐ Attended college at least one year

☐ ☐ Graduated from high school

☐ ☐ Completed eighth grade

5. Which of the following groups includes your family's church affiliation?

☐ Episcopalian, Unitarian, Catholic

☐ Jewish, Lutheran, Greek Orthodox

☐ Congregational, Presbyterian, Methodist, Christian Science

☐ Baptist, Morman, Church of Christ

☐ Pentacostal, Free Methodist, Gospel Tabernacle, Evangelical, Jehovah's Witness, United Brethern, Mennonite, Four-Square

☐ Other denomination than listed above

☐ No church membership

6. Which best describes your family's religious participation?

☐ Belong to a church and attend regularly. Church holds an important place in our daily lives.

☐ Church members, but are not active and use the church ohly for weddings, etc.

☐ Our family does not go to church together.

7. What is the participation of your parents in civic, community, cultural clubs, organizational work, lodges, etc?

☐ Higher than average

☐ Slightly more than the average

☐ Average

☐ Slightly below average

☐ Low

8. To what extent did your parents encourage your social activities and club and church youth group participation?

☐ Parents encouraged my joining clubs; dating; having a good time, serving on committees; taking an active part.

☐ Parents did not encourage me, but neither did they interfere with my social life.

☐ Parents neither knew nor cared about my activities as long as I made my grades.

☐ Parents interfered and actively prevented my social participation.

9. Below is a list of school and community activities. Circle the ones you were active in.

4-H   Church youth group   summer camp   Glee club

Rainbow Girls   Girl Scouts   Y-Teens   Pep Club

Class plays   Assembly programs   Speech events.

10. To what extent were you able to have lessons (outside of school classes) in dancing, music, art, or speech?

☐ Had private lessons in at least three of them.

☐ Took lessons in two of them.

☐ Did not have lessons in any of these.

11. What describes your home situation best?

☐ Living in home with both parents and brothers and sisters.

☐ Living in home with both parents but no brothers or sisters.

☐ Living with widowed or divorced parent with brothers and sisters.

☐ Living with widowed or divorced parent with no brothers or sisters.

☐ Living with neither parent.

12. Taking $5,000 as average yearly income, what is the economic status of your family?

☐ Considerably above average

☐ Income slightly higher than average

☐ Average

☐ Slightly lower than average

☐ Low

APPENDIX B

KANSAS STATE UNIVERSITY

RESIDENCE HALL FORM

YEAR _____

NAME _____ Residence Hall _____ Room No. _____

Home Address _____ Telephone No. _____

Roommate
Adjustment:
(1) Associates entirely or principally with roommate _____
(2) Friendly with but independent of roommate _____
(3) Dissatisfied or unhappy with roommate _____
(4) Difficult for roommate to get along with _____

Housekeeping:
(1) Compulsive about keeping room neat _____
(2) Usually has room in good condition _____
(3) Is erratic about keeping room clean _____
(4) Room is kept in a slovenly condition _____

Participation
in
Program:
(1) High degree of social participation and leadership. _____
(2) above average in participation and leadership _____
(3) Participates or helps when urged or highly motivated _____
(4) Accepts leadership reluctantly; little or no social life _____
(5) Withdraws from social contacts and leadership responsibilities _____

Student dates: (1) Usually on weekends _____ (2) Weekends and nights out _____
(3) Irregularly _____ (4) Infrequently or never _____

Health (1) Excellent _____ (2) Good _____ (3) Fair____ (4) Poor _____

Any observed difficulty _____

Violation of regulations and disciplinary actions:

Comments (On personal appearance, citizenship in hall, to what extent she realizes
group living carries responsibility and consideration for others, acceptance by
group, ability to make friends, evidence of growth and maturity or changes in
attitude):

Signature _____

Date _____

RATING FORM II -- Filled in by
Resident Assistant

Student's Name _____ Room No. _____

Roommate Adjustment (1) Associates entirely or principally with roommate _____
                     (2) Friendly with but independent of roommate _____
                     (3) Dissatisfied or unhappy with roommate _____
                     (4) Difficult for roommate to get along with _____

Housekeeping   (1) Compulsive about keeping room neat _____
                     (2) Usually has room in good condition _____
                     (3) Is erratic about keeping room clean _____
                     (4) Room is kept in slovenly condition _____

Participation
   in
   Program   (1) High degree of social participation and
                         leadership _____
                     (2) Above average in participation and leadership _____
                     (3) Participates or helps when urged or highly
                         motivated _____
                     (4) Accepts leadership reluctantly. Little or no
                         social participation _____
                     (5) Withdraws from social contacts and leadership
                         responsibilities _____

Student dates   (1) Usually on weekends _____
                     (2) Weekends and nights out _____
                     (3) Irregularly _____
                     (4) Infrequently or never _____
                     (5) Engaged to a boy back home _____

Health (Any observed difficulty) _____

_____

Comments: (Other side may be used if necessary)

                                          _____
                                          Resident Assistant's Signature

KANSAS STATE UNIVERSITY
Manhattan, Kansas

STUDENT PERSONAL DATA SHEET

Date _____
(day, month, year)

Name _____ Name of hall or house _____
(last)   (first)   (middle)

Home address _____ Telephone number _____

School _____ Class _____ Birth date _____

Curriculum (major) _____ 1st semester--hrs enrld _____ hrs drpd _____

Adviser _____ 2nd semester--hrs enrld _____ hrs drpd _____

Scholarships or Aid (loans) _____

Hours currently carried _____

Have you used--Counseling Center _____ Reading Clinic _____ Student Health _____

Study Skills Clinic _____ Other _____ Have you asked for out-of-class help from your instructors? _____

LIVING GROUP ACTIVITIES

Roommates--1st semester   2nd semester

Participation in residence hall, sorority, or house program as follows:
        1st semester   2nd semester

Offices held _____   _____

Committees _____   _____

Others _____   _____

If sorority member, name sorority _____ Date initiated _____
                                                          Date pledged _____

CAMPUS ACTIVITIES

Organizations	Offices held	Committees
1st semester		
_____	_____	_____
_____	_____	_____
_____	_____	_____
2nd semester		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Honors received (scholastic or social): _____

EMPLOYMENT

        1st semester   2nd semester

Place _____   _____

Kind _____   _____

Hours per week _____ Rate of pay _____   Hours per week _____ Rate of pay _____

LEADERSHIP RATING CHART	NEVER	ALMOST NEVER	FREQUENTLY	ALMOST ALWAYS	ALWAYS
1. Is she the kind of person always first thought of for a high office?					
2. When she agrees to take on a project does she see it through to the end?					
3. Are the projects for which she is a leader successful?					
4. To what extent does she participate in group activities in the dorm?					
5. Does she set an example by her own behavior that is imitated by others in the group?					
6. How frequently do the girls in the dorm turn to her for help or advice?					
7. Is she able to get along well with different types of people?					
8. Can she speak easily and decisively before a group? Does her voice sound interesting and interested?					
9. Does she have self-confidence to a degree that she can inspire others to do their best?					
10. Is she able to delegate responsibility to other people and then see that they get the credit and the thanks?					
11. Is she one of those who volunteer help when needed, and does she initiate projects herself?					
12. Is she elected by the group to represent them in dealings with faculty, campus organizations, etc.?					
13. How does she measure up on her willingness to put group welfare above her own personal interests?					
14. Is she able to plan and organize her time to put first things first, yet have a well-rounded social life?					
15. Do the other girls cooperate with her wholeheartedly?					